KENNEDALE ISD
2026-2027
GRADING GUIDELINES

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PURPOSE

Kennedale Independent School District is committed to creating an environment where quality assessment and evaluation will occur with the intent of communicating and improving student learning. The Grading Guidelines are in place to evaluate student learning using similar criteria, consistently applied in all content areas and at all levels as is developmentally appropriate. Our goal as a learning organization is to ensure all students of KISD meet or exceed standards in every aspect of the written, taught, and tested curriculum. The consistency provided by these guidelines will ensure a systematic way of assessing and improving student learning outcomes in our schools.

GRADING PHILOSOPHY

Grades are a measure of achievement at a specific point in a student's development. This measure provides feedback to the student regarding *progress towards mastery* of the state standards (Texas Essential Knowledge and Skills – TEKS). Kennedale ISD believes the most effective form of assessment is one that is diagnostic and provides students feedback that leads to a deeper understanding and mastery of the tested standard.

All grading practices used by teachers will be communicated in writing and shared with students and parents during the first three weeks of school or the semester. All grading practices must fall within the parameters established in the Grading Guidelines and district policy.

In compliance with Texas Education Code §28.0216, grading in KISD:

- must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment
- may not require a classroom teacher to assign a minimum grade for an assignment without regard for a student's quality of work
- may allow a student a reasonable opportunity to makeup or re-do a class assignment or examination for which the student received a failing grade

In addition, grading should help the TEACHER:

- communicate progress to the student and parent/guardian on the mastery of the TEKS
- appraise the effectiveness of teaching strategies and modes of instruction
- evaluate strengths and needs of each student
- determine if credit will be awarded

Grading should help the PARENTS/GUARDIANS:

- understand their child as a learner
- be knowledgeable about their child's mastery of the TEKS
- guide their child in making academic progress toward successful graduation
- encourage their child to give maximum performance in academic areas

Grading should help the STUDENT:

- evaluate and see personal progress on mastery of the TEKS
- recognize how work may be improved
- monitor learning

GRADING SCALE

Kennedale ISD uses the following grading scale:

90% - 100%	A
80% - 89%	B
70% - 79%	C
Below 70%	FAILING

For information regarding the District's scaling and grade point averages calculation, see EIC (LOCAL).

PROMOTION AND RETENTION

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.

90 Percent Attendance Requirement

Students in kindergarten through grade 12 must attend at least 90 percent of the days a class meets in order to receive credit or a final grade for that class. Two exceptions apply. The attendance committee may award credit, or the student may regain credit by completing a principal's plan [see Board Policy FEC] TEC 25.092

STANDARDS FOR MASTERY

Elementary | Grades K - 1

- Promotion to the next grade level shall be based on the criteria as outlined on the District report card and demonstrated proficiency on the state-mandated early reading assessment.

Elementary | Grades 2 – 5

- In grades 2–5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, mathematics, and either science or social studies.

Secondary | Grades 6 – 8

- In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, mathematics, and either science or social studies.

Secondary | Grades 9-12

- Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See Board Policy EI(LOCAL); 19 TAC 74.26(b)]

Awarding Partial Credit

When a student passes only half of a course and the average of both halves falls below 70, the District shall award credit for the half the student passed [see Board Policy EI(LEGAL)]. 19 TAC 74.26(b)

For more information regarding promotion and retention policy, see Board Policy EIE.

GRADING FRAMEWORK

Kennedale ISD promotes an increase of student responsibility for summative assessment throughout the learning years. Kindergarten and Grade 1 will have standards-based grading that correlates to the KISD curriculum and is reflected in the design of the report cards at those levels. All other teachers will follow the guidelines outlined below.

The guidelines in this document apply to all core and elective courses, including those designated as Lab or Accelerated Learning. The only exception is **Dual Credit courses**. See ***Dual Credit Courses: Facilitation & Support Guidelines*** section on page 5 for specific guidance.

ELEMENTARY

Elementary | Grades K - 1

- Standards-based grading

Elementary | Grades 2 – 5

- 80% formative
- 20% summative

JUNIOR HIGH

Junior High | Grades 6 – 8*

- 50% formative
- 50% summative

** Courses offered for high school credit at Kennedale Junior High will follow the Grading Framework for high school courses, including the requirement of a semester exam or culminating activity which counts for 10% of the semester grade.*

HIGH SCHOOL

Advanced courses (AP, dual enrollment such as OnRamps and Tarleton Today, and CTE practicums):

- 30% formative
- 70% summative

All other courses taken for high school credit, regardless of when the credit was earned:

- 40% formative
- 60% summative

Semester Grade

- Semester Exams
  - All high school students and junior high students taking high school credit courses are required to take a semester exam or complete a culminating activity in each course. The grade on the semester exam or culminating activity is 10% of the semester average.
  - Students may be eligible for an exemption from semester exams or culminating activity based on grades, attendance, and other campus criteria.

** See Glossary for definition of formative assessment, summative assessment, and*

standards-based grading.

DUAL CREDIT COURSES: FACILITATION GUIDELINES

Online dual credit courses let students take college-level coursework taught by a Tarrant County College (TCC) instructor. The courses prepare students for college-level expectations and build study habits, time management, and critical thinking.

KISD facilitators do not create, assign, or grade coursework. The TCC instructor of record handles all instruction, assignments, and grading.

Under the KISD Grading Philosophy, the facilitator supports students by:

At the start of the term

- Introducing students to their KISD and TCC contacts and sharing contact information
- Reviewing and retaining students' course syllabi
- Verifying that students can access all required online course materials
- Reviewing the TCC academic calendar and attendance requirements with students
- Sharing the KISD academic calendar with TCC instructors

Throughout the term

- Reminding students of key dates, including holidays, exams, and withdrawal deadlines
- Monitoring student progress in the weekly grade spreadsheet
- Helping students write professional emails
- Seeking clarification from TCC instructors when necessary

When concerns arise

- Notifying KHS counselors and parents promptly
- Collaborating with the KISD Director of Assessment and Accountability to address student needs

Dual Enrollment Courses

Tarleton Today and OnRamps are dual enrollment programs taught by Kennedale High School teachers in partnership with college faculty. Students earn high school credit and may earn college credit by meeting the university's requirements. Grading in these courses shall follow the approved course model, college syllabus, and applicable partnership agreement.

GRADING PRINCIPLES

The following principles guide how the District reports student achievement:

1. Academic grades shall rest primarily on individual achievement of clearly stated learning goals. Accurate, high-quality, and sufficient evidence of learning makes a grade meaningful. (moved from Communication of Student Achievement)

2. Every grade shall measure student performance on at least one specific TEKS student expectation, and the teacher shall be able to identify which expectation a given grade measures.

3. Participation grades are not permitted. Teachers shall not award or deduct points for attendance, effort, behavior, classroom supplies, returning a signed document, or the formatting of a heading, except as provided in the Late Work and Long-Term Projects sections. None of these factors demonstrates mastery of a TEKS student expectation [see Board Policy EIA]. Texas Education Code 28.0216

4. A grade reports achievement at a specific point in a student's development. Formative work measures progress toward mastery, and a formative grade shall reflect how far the evidence shows a student has advanced toward the standard. Summative work measures mastery, and a summative grade shall reflect the degree of mastery the student demonstrates. Students working through new material have not yet reached the standard, and a formative grade shall not treat incomplete progress as an absence of learning. The District's grade weights follow this distinction [see Grading Framework].

5. Grading and reporting shall reference specified learning goals (e.g., TEKS). A grade shall compare a student's performance against the standard, not against the performance of other students in the class.(moved from Communication of Student Achievement)

6. Grade calculations shall produce a fair reflection of what a student has demonstrated. When earlier and later evidence of mastery conflict, the most recent summative evidence shall carry the greater weight. When a student scores higher on a summative assessment than on a formative assignment designed to prepare the student for that assessment, the teacher may drop the lowest formative grade associated with that summative. (Combined from Communication of Student Achievement and Assignment of Grades)

ASSIGNMENT OF GRADES

Grading Principles govern what a grade must measure. This section governs how teachers record, complete, and finalize grades. Grades shall be assigned according to the following:

1. Teachers shall apply the grade weights established in the Grading Framework and record at least the number of grades required in Minimum Number of Grades.

2. A teacher shall record an Incomplete (I) when a student has missing assignments because of an absence, enrolls during the final 15 days of a grading period without grades from the previous school, or does not attend class. Teachers shall clear an Incomplete within three weeks into the following grading period. A teacher may request an extension in writing from the campus principal.

3. An Incomplete may remain on record for no more than ten school days following the end of a semester, including semester exams. Students have ten school days to complete outstanding tests or assignments. A teacher may request an extension in writing from the principal. A teacher shall record an M for work not submitted within that window [see Late Work].

4. A grade becomes final at campus dismissal on the last day of the nine-week grading period, as defined by the official District calendar. Teachers shall not accept assignments for credit after that time, except to clear an Incomplete caused by an absence.

5. A course or examination grade a classroom teacher issues is final. The grade may not be changed unless the Board determines that the grade is arbitrary, erroneous, or inconsistent with the District grading policy applicable to that grade [see Board Policy EIA(LEGAL)]. Texas Education Code 28.0214

COMMUNICATION OF STUDENT ACHIEVEMENT

Teachers shall meet the following requirements when recording and reporting grades:

1. Teachers shall enter grades in the electronic gradebook weekly.
2. Teachers shall grade work submitted after the due date within five school days of the date they receive it. Late work penalties are governed by the Late Work section.
3. Teachers shall post assignment grades in the electronic gradebook within five school days of the due date.
4. Teachers shall grade and return projects and research papers within ten school days of the due date.
5. Progress reports and nine-week grades shall reflect student mastery of learning goals as of the reporting date.
6. Students have the right to review their tests. Students do not have the right to remove a test from the room. Teachers shall grade every test, record the grade in the electronic gradebook, and make the test available to the student for review within three school days of the date the test was administered. This timeline gives students time for meaningful remediation. The campus principal may extend the timeline to five school days for a test that includes written essays.

MINIMUM NUMBER OF GRADES

Elementary | Grades PK – 1

- There is no established minimum number of grades for pre kindergarten, kindergarten or first grade.

Elementary | Grades 2 – 5

- Math – minimum of 12 grades (10 formative, 2 summative)
- Reading Language Arts (RLA) - minimum of 12 grades (10 formative, 2 summative)
- Spelling will count as one cumulative formative grade. For example, a student taking 6 spelling tests will have all 6 averaged together for one spelling grade.
- Social Studies – minimum of 6 grades (5 formative, 1 summative)
- Science – minimum of 6 grades (5 formative, 1 summative)
- Health, Art, Music, PE – These subjects receive a letter grade of E, S, N, or U; E=Excellent, S=Satisfactory, N=Need Improvement, U=Unsatisfactory

Junior High School | Grades 6 – 8 | All classes, including electives

- Teachers will have a minimum of fifteen (15) grades per grading period.
- At least three (3) of the fifteen (15) grades will be summative grades.
- High school classes taken at KJHS will follow the KHS standards for the identical classes offered at KHS.

High School | Grades 9 – 12 | All classes, including electives

- Teachers will have a minimum of fifteen (15) grades per grading period.
- At least three (3) of the fifteen (15) grades will be summative grades.

HOMEWORK

Teachers shall evaluate homework within three school days and use it to give students specific feedback on their performance of the assigned tasks. Teachers may assign homework only after a concept has been taught. Homework grades may be recorded in the formative grade category. Campuses may set further homework and grading guidelines in the campus procedural handbook.

MAKE-UP WORK

All students shall be allowed to make up work when they are absent from class. Students shall have a number of school days equal to the days they were absent to complete all missed assignments. Under extenuating circumstances such as long-term illness or a family emergency, teachers may give a student more than one day for each day missed.

In situations where the assignment is given prior to the absence and the assignment is due while the student is absent, the assignments will be due the day the student returns from the absence. For example, a teacher gives an assignment on Monday with a due date of Wednesday. The student is absent Wednesday and returns to school Thursday. The assignment would be due on Thursday for that student. This paragraph does not apply to long-term projects, papers, presentations, or other summative assignments announced in advance [see Long Term Projects].

Any student absent because of suspension shall request all work upon his/her return. A student is allowed the same number of days to complete the make-up work as the actual suspension.

To minimize loss of instructional time, make-up tests and quizzes should be administered during an alternate time (e.g. before school, after school, during lunch) as determined by campus administration.

When a student does not submit make-up work by the due date or approved make-up deadline, the assignment becomes late work and is governed by the Late Work section. A student who completes an assignment or assessment within the make-up period but earns a failing grade may qualify for reassessment under the Reteach/Retake Policy.

LONG-TERM PROJECTS AND MAJOR SUMMATIVE ASSIGNMENTS

A long-term project, paper, presentation, or other summative assignment announced in advance is due on the announced date, whether or not the student attends school that day. A student who is absent on the due date shall submit the work electronically through Canvas or Google Classroom, or by another method the teacher approves. The day-for-day make-up timeline in the Make-Up Work section does not extend the deadline for these assignments.

A teacher shall establish a new due date only when an excused absence covered enough of the working period that the student could not complete the work. An absence on or near the due date, standing alone, does not extend the deadline.

To rely on this provision, teachers shall communicate summative assignment deadlines in writing to students and families at least ten school days in advance.

LATE SUBMISSION OF LONG-TERM PROJECTS AND MAJOR SUMMATIVE ASSIGNMENTS

A long-term summative assignment submitted after the announced due date receives a deduction of 20 points for each school day it is late, to a maximum deduction of 40 points. Teachers shall not accept these assignments for credit more than two school days after the announced due date. A student who does not submit the assignment within that window receives an M, which carries a value of zero.

A student who submits the assignment within the two-day window and whose score before the late deduction falls below 70 may request reassessment under the Reteach/Retake Policy. A student who never submits the assignment is not eligible for reassessment.

Parent Notification

When a student receives an M on a long-term summative assignment, the teacher shall contact the parent, and the requirements in the Progress Reports and Parent Conferences section apply.

Accommodations under an IEP or Section 504 plan supersede this schedule.

WEIGHTING LIMITS

No single assignment or assessment shall account for more than one-third of a student's summative grades in a grading period. A teacher who counts a long-term project as two summative grades shall therefore record at least four additional summative grades from separate assessments in the same grading period.

LATE WORK

Late work is an assignment not submitted by the established due date when the student was present or otherwise had a reasonable opportunity to complete and submit the assignment.

Work missed because of an absence is governed by the Make-Up Work section until the approved make-up deadline has passed. Long-term summative assignments announced in advance are governed by the Long-Term Projects section.

1. In grades 2-12, students are expected to submit assignments on time to receive full credit. Late work will be accepted for up to three school days after the original due date, (excluding weekends and school holidays).
2. A 10-point deduction will be applied for each school day the assignment is late, with a maximum deduction of 30 points. Assignments submitted more than three school days late will not be accepted for credit.
3. Teachers will use professional discretion in determining when such a deduction is inappropriate, considering extenuating circumstances. Accommodations under an IEP or Section 504 plan supersede this schedule.
4. A teacher shall record an M in the gradebook for an assignment or assessment a student does not turn in. An M carries a value of zero, which reflects the absence of evidence rather than a penalty. When a student submits the assignment for credit, the teacher shall update the gradebook with the earned grade.
5. All assignments, including late work, re-takes, and make-up work are due no later than two days before the end of the grading period. Teachers may make exceptions due to

extenuating circumstances.

RETEACH/RETAKE POLICY

It is the goal of every educator in Kennedale Independent School District that every student reaches mastery of standards required by each course. A student may choose to redo an assignment or assessment on which they have scored below 70%. See EIA (LOCAL).

"For re-teaching to be effective, however, teachers must use a different approach from the one they initially used, one that builds on previous activities but that focuses on the omissions or errors in student thinking that resulted from these activities." (Marzano, 2010)

1. Students must be provided an opportunity for remediation on both formative and summative assessments.
2. Remediation and retakes must occur outside regular instructional time (i.e. – before school, after school, during lunch, during intervention time) as determined by campus administration. The intent is to minimize loss of instructional time.
3. The student has 3 school days from the day the assignment was recorded in the digital gradebook and returned to attend the remediation tutorial and retake the assessment. The teacher has discretion to extend this window to 5 school days.
4. The teacher will record the higher of the two grades with a maximum score of 70%.
5. Students should be assigned an alternate assessment or assignment that covers the same standards as the original assignment or assessment. Correction of the original assessment is not considered re-teaching or retesting.
6. Students will have only one opportunity for each assignment or assessment they wish to retake.
7. Semester exams do not qualify for the reteach/retake policy. The grade earned on the first attempt will be recorded.
8. When 40% or more of a class fails an assessment, the teacher shall reteach and retest the class before moving on to the next unit or module. Reassessment shall occur within five school days of the original assessment. The teacher shall record the higher of the two grades for students who retest. Students who passed the assessment may opt out of the reassessment, and a student who chooses to retest receives the higher of the two grades.
9. Reteach and retake do not apply to an assignment a student never submitted, to work submitted more than three school days after the due date, or to a long-term summative assignment submitted more than two school days after the announced due date. When a student submitted the original work within the applicable window and the academic score before the late deduction was below 70, the teacher shall allow a reassessment.
10. AP, OnRamps, and Tarleton Today courses incorporate the TEKS but expand significantly beyond them. Students who elect to take an AP, dual credit, or dual enrollment course accept the responsibility of coursework with additional rigor. The reteach and retake guidelines do not apply to AP, OnRamps, or Tarleton Today courses.

PROGRESS REPORTS AND PARENT CONFERENCE EXPECTATIONS

At every three-week interval progress reports are available to every student in grades 2-12. Students in Pre Kindergarten, Kindergarten and Grade 1 will receive a progress report after the fourth week of each grading period. Students are to return a progress report signed by their parent/guardian (EIA LEGAL). This allows failing students or students at risk of failing sufficient time to improve their learning and gives parents information to help assist in improving the learning of the child.

When a student's cumulative course average falls below 70 at any point during a grading period, the teacher shall contact the parent by telephone or email. An email contact requires a reply from the parent. Without a reply, the teacher shall telephone the parent. If the student's performance does not improve by the next grade reporting period, the teacher shall hold a conference with the student, the teacher, and the parent. Parents are encouraged to participate actively in their student's progress through the online gradebook and its customizable notifications. (moved from Assignment of Grades)

Teachers are required to submit parent contact logs to the campus leadership by the last day of the nine-week grading period. Submitting parent contact logs to campus leadership every three weeks is strongly encouraged.

INTERVENTION/TUTORIAL/EXTENSION

All campuses will provide time that is intended to provide remediation, tutorials, extension, etc. The campus principal will ensure all students have the opportunity to attend these in a way that is appropriate to their needs. Any student failing or in danger of failing will be encouraged to attend. Parent contact is recommended to ensure student attendance.

AWARDS AND HONORS (ELEMENTARY)

Grades for conduct are not counted when determining student eligibility for the Honor Roll. Only academic grades are used in placing students on the Honor Roll. Academic grades reflect mastery (or progress towards mastery) of the TEKS in content areas only.

HONOR ROLL

Students will be placed on the Honor Roll each nine weeks if they have achieved 90 or above in all core subjects and E or S in the other areas such as art, music, and PE for that reporting period.

Students will be placed on the A/B Honor Roll each nine weeks if they have achieved 80 or above in all core subjects and E or S in the other areas such as art, music, and PE for that reporting period.

TRANSFER GRADES

PreK - 8th

When a student transfers into the District, their grades from the previous school will be transferred and included in their academic record. The campus will review the transferred grades to ensure they align with our grading guidelines. These grades will be used to maintain continuity in the student's academic progress and to provide an accurate reflection of their achievements. The District will make every effort to integrate these grades fairly and accurately into the student's new academic setting.

9th - 12th

When a student transfers semester grades for courses that would be eligible under the Tier I, Tier II, or Tier III category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign weight to those grades based on the categories and grade weight system used by the District if the same or an equivalent course is offered to the same class of students in the District.

ASSIGNMENTS IN K-5 GOOGLE CLASSROOM

Google Classroom is a learning management system (LMS) that allows teachers to post assignments, have work submitted by students, return graded assignments, and share information.

Google Classroom integrates with Google Docs, Sheets, Slides, Sites, Forms, Earth, Calendar, and Gmail so creating assignments is simple. It can be easily accessed from any device through the Google Classroom App or using the Chrome web browser.

All K-5 teachers in KISD are required to use Google Classroom. The expectations for all teachers are outlined below and will additionally be shared by campus principals during annual Welcome Back Week sessions.

- Set up Google Classrooms for relevant subjects. Teams may also set up homeroom Google Classrooms, which are approved by the principal, when they are consistent across the grade levels.
- Share steps for parent access to Google Classroom with families during Meet the Teacher sessions and beginning of year communications per principal guidance.
- Post assignments and related materials regularly and in accordance with the minimum number of grades outlined in the KISD Grading Guidelines.
- Support students who are absent from class in accessing missed assignments in Google Classroom.

ASSIGNMENTS IN 6-12 CANVAS

Canvas is a learning management system (LMS) that allows teachers and students to interact with a common online classroom template for all courses. In this platform, teachers will assign and grade student work as well as facilitate engaging lessons through various mediums and collaboration tools.

Canvas integrates with Google for Education applications (Docs, Sheets, Slides, etc.) It can be easily accessed from any device through the Canvas App or by using the Chrome web browser.

All secondary teachers in KISD are required to use Canvas. The expectations for all teachers are outlined below and will additionally be shared by campus principals during annual Welcome Back Week sessions.

- Use the KISD template in Canvas to communicate daily lesson frames and lesson plans.
- List specific daily classwork, homework, and assessment titles in daily activity agenda.
- Provide links to or embed all lesson resources.

- Share Parent Observer role information with families during Meet the Teacher sessions and beginning of year communications per principal guidance.

- Support students who are absent from class in accessing missed assignments in Canvas.

CLASSROOM LIBRARIES

In accordance with law, the mandatory standards regarding a school library collection development for all library material available for use or display include classroom libraries. The collection development rules apply to materials in the classroom library that are **for students to self-select**, not to those directly related to the required curriculum.

Below are key actions:

- If a teacher wishes to develop a classroom library, the principal, in conjunction with the certified school librarian or professional library staff, will provide training regarding the district's library collection development policy and administrative regulations.
- The certified school librarian or professional library staff will document that the teacher has been trained and report that information to the district coordinator over library materials.
- The trained classroom teacher will provide to the certified school librarian or professional library staff and the campus principal any information required by the district regarding the classroom library, including, but not limited to the following:
    - Book Inventory that includes the book titles and authors
    - Any content warnings or flags regarding potentially sensitive topics
    - System for tracking which students have checked out books
- If a classroom library material is donated or purchased with personal funds, it must comply with the district's collection development standards.
- Schools are required to provide parents with a full list of library books that they make available to students. Schools are required to provide parents with a list of books available in classroom libraries when requested.

For more information on KISD classroom libraries, please refer to the Classroom Library FAQ for Teachers.

Kennedale ISD Classroom Library FAQ for Teachers

ACADEMIC DISHONESTY

Academic dishonesty includes cheating or copying the work of another student, plagiarism, unauthorized communication between students during an assignment, or unauthorized collaboration or utilization of other resources not previously approved by the teacher. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising employee including the consideration of written materials, observation, or information from students. A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and discipline in accordance with the Student Code of Conduct.

Use of Artificial Intelligence (AI)

The use of Artificial Intelligence (AI) in academic work must be approached with caution and integrity. Unless specifically permitted by a teacher, students are expected to complete all assignments using their own original ideas, words, and efforts. Submitting work generated in

whole or in part by AI without proper disclosure is considered academic dishonesty and may result in grade penalties on assignments or tests and discipline in accordance with the Student Code of Conduct.

Expectations for student use of AI include:

- Students may only use AI with teacher permission.
- Using any District information or personally identifiable information of students or staff in an AI tool is prohibited.
- Students must understand that AI is fallible and accuracy must always be checked. AI is not considered a credible source for research.
- Students are expected to think critically and verify AI-generated content using primary and credible sources.
- Certain courses—such as Advanced Placement (AP), OnRamps, Honors, or dual enrollment classes may have additional rules and limitations on the use of AI.
- If AI is used in any way to create a work product, the student must cite that they used AI and describe the extent of use. The use of AI could violate rules against cheating and academic dishonesty if used inappropriately.

SUSPENSION FROM EXTRACURRICULAR ACTIVITIES

A student shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the District or the University Interscholastic League (UIL) after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in an academic class.

In addition, the following provisions apply to all extracurricular activities:

- If a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course, including OnRamps, in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

GRADING GLOSSARY

Common Assessment

Common assessment means student learning will be assessed using the same instrument or process and according to the same criteria (DuFour). Common assessment may be either formative or summative.

Formative Assessment

Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs and academic progress during a lesson, unit or course. Formative assessments help teachers identify concepts students are struggling to understand, skills they are having difficulty acquiring or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques and academic support. The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning while it's happening. What makes an assessment "formative" is not the design of a test, technique or self- evaluation, but the way it is used - i.e., to inform in-process teaching and learning modifications. (The Education Reform Glossary) Formative assessments are commonly contrasted with summative assessments. Generally stated, formative assessments are FOR learning, while summative assessments are OF learning. (Educational Reform Glossary)

Homework

Homework shall be used to support, enrich, or reinforce topics covered in class and should satisfy at least one of the following objectives in an effort to contribute to the learning cycle:

- provide a drill that helps the student practice the basic skills of a subject.
- give practice and extension of concepts learned in class.
- extend learning beyond the material that can be covered in class.
- develop effective study methods.
- allow students to make up work after absences.
- To provide a means of re-teaching TEKS.

Interim Assessment

Interim assessments are used as a measurement to gauge student learning and as a predictive tool to determine if students are on track to mastering grade level standards. Interim assessments are aligned to the learning standards (TEKS) but not a specific scope and sequence, so they should <u>not</u> be used for a formative or summative grade. One example of an interim assessment is NWEA MAP Growth.

Performance Assessment	A performance assessment is one that requires students to demonstrate they have mastered specific skills and competencies by performing or producing something. Advocates of performance assessment call for the following kinds of assessments: write essays requiring students to rethink; design and carry out experiments; integrate/apply information; work with other students to accomplish tasks; demonstrate proficiency using equipment or techniques; build models; develop, interpret and use maps; make collections; write term papers, critiques or poems give speeches; play musical instruments; develop athletic skills or routines, etc.
Project	A piece of planned work or activity that is completed over a period of time and is intended to achieve a particular aim.
Quiz	A quiz is a type of assessment that is brief in scope, and is typically over material that has been recently covered. Quizzes may or may not be announced to the class ahead of time.
Reassessment	Reassessment means a new opportunity to demonstrate mastery of the same standards assessed by the original assignment or assessment.
Reteach	Reteach is providing additional instruction using a different method or approach targeted to the standards or skills a student has not mastered. Teachers may use guided practice, correction of misunderstandings, or other instructional support provided before reassessment.
Summative Assessment	Summative assessments are used to evaluate student learning progress and achievement at the conclusion of a specific instructional period - usually at the end of a project, unit, course, semester, program or school year. Generally stated, formative assessments are FOR learning, while summative assessments are OF learning. (Educational Reform Glossary)
Standards-Based Grading	Standards-based grading on mastery of the TEKS as demonstrated through skills assessed/observed by the teacher and individual student work. Mastery of specific skills will be recorded on report cards for individual standards in the core content areas of math, English language arts and reading, science, and social studies.
Unit test	A unit test is a summative assessment over material that is organized around a main concept or topic.

KENNEDALE ISD 2026-2027 GRADING GUIDELINES

TEACHER ACKNOWLEDGMENT FORM

My signature acknowledges receipt of the Kennedale ISD Grading Guidelines. I agree to read the document and abide by the standards, policies, and procedures defined or referenced within the document. I am aware that the Kennedale ISD Grading Guidelines are available to me online at the district's website located at www.kennedaleisd.net.

I understand that changes in district policy may supersede, modify, or eliminate the information summarized in this manual. As the district provides updated policy or procedures information, I accept responsibility for reading and abiding by the changes.

_____
CAMPUS

_____
PRINTED TEACHER NAME

_____
TEACHER SIGNATURE

_____
DATE

SIGNED FORMS ARE DUE TO CAMPUS PRINCIPAL ON OR BEFORE AUGUST 28, 2026.